



Teacher

Candidate Information Pack

Closing Date: Monday 17th February 2025

Start Date: As soon as possible



CONTENTS

Welcome to Montacute

Job Advertisement

We are Montacute

Montacute Vision and Values

Job Description

How to Apply



WELCOME TO MONTACUTE SCHOOL



Dear Candidate,

I would like to extend a very warm welcome to you!
It is a privilege to be the Headteacher of Montacute School.

I never tire of the new and amazing things that our children and young people achieve every day and being a part of their journey!

At Montacute we strive to ensure that every one of our young people is provided with their own personalised support and learning pathway delivered by specialists in their field. We believe in providing an eclectic mix of interventions and enrichment experiences to enable our learners to be exposed to as many opportunities that life offers and to ensure that their every need is met.

We are very fortunate to have wonderful buildings and grounds to deliver the care and education that our young people need and deserve and we constantly review our practice and provision to see how we can continually improve.

And just as we support and encourage our young people, we invest in our fantastic staff and help them grow as professionals with a comprehensive and often personalised pathway for career development. We never stand still, we aspire to greatness and I hope that you will want to be a part of that journey with me and my team.

Below, you will see our Vision. Please take a moment to step into the shoes of one of our pupils and if this comes to life for you, then maybe you're the right person for us!

Step over the threshold at Montacute school to experience the wonder of a world carefully created to empower its very special population.

Every child is unique in their talents and needs. From their smallest whisper to the loudest song every voice is heard.

We are a family, harmonising to create a world full of opportunities, wonder and joy for each of our pupils. We believe in being in tune with the unique characters, voices, learning styles and talent of all our young people and will stand alongside their other supporters to celebrate every achievement they make.

We encourage every one of our treasured pupils and staff members to allow them to shine, sparkle, grow and change ready to take on the world. At the end of the day when their school song has been sung and heard we are confident that the world will be able to listen and hear them too. It is our school, it is our time, we are Montacute!

With my kind regards,

A handwritten signature in black ink that reads "G. Bellard". The signature is written in a cursive style with a large, looped 'G' and a trailing flourish.

Ginny Bellard
Headteacher, Montacute School



ADVERTISEMENT

TEACHER VACANCY – PERMANENT

We are looking to add teaching talent to our dedicated school team at this vibrant all-age special school for children aged 2-19 who have CLDD (Complex Learning Difficulties and Disabilities).

At Montacute School we are passionate about providing an exceptional education for each of our very special pupils with complex needs. If you are flexible and creative with the energy and drive to support children to make and celebrate small but vital steps of progress, we would like to hear from you.

We welcome applications from all Teachers. Ideally you will have experience of teaching children and young people with special needs however if you have a genuine interest in a career within special education, please apply including your areas of expertise in your application. We also welcome ECT applications.

Salary: according to Teachers pay and conditions.

If you are interested in applying for this vacancy, please complete the application form on our website (COMMUNITY – VACANCIES) via www.montacute.poole.sch.uk Please send completed applications to Rachel.holland@montacute.poole.sch.uk

CV's will not be accepted.

Visits to the school to meet the staff and children are welcomed and encouraged. Please telephone the School Office to arrange.

Closing date: Monday 17th February @ midday

Interviews will take place on: Tuesday 25th February 2025

Start date: 1st May 2025 or sooner

Safeguarding

Montacute School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced disclosure check with the Disclosure and Barring Service along with other relevant employment checks. We will only consider applications made on our standard form.



WE ARE MONTACUTE

Welcome to our vibrant and happy school for children and young people with severe and complex learning needs. At Montacute School we make the most of every moment to provide exciting and engaging learning opportunities.



Montacute is a specialist school for children and young people who have Complex Learning Difficulties or Disabilities (CLDD).

This means that our pupils usually have more than one part of themselves that affects their ability to learn. These parts interact with each other to create a unique picture in terms of their individual learning needs and abilities. People with CLDD are unlikely to fit into a ready-made learning framework, and need a very personalised learning pathway put together for them.

At Montacute, we have skilled staff with different types of expertise who can collaborate together – as well as with external consultants where needed – to create learning approaches for individual pupils, based on finding out about that particular pupil. If we come across a pupil who needs us to have some knowledge we do not have, we will train ourselves so we can support that pupil.

We specialise in taking pupils who are at the most complex end of the spectrum, i.e. children and young people whose ability to learn has been most affected by their difficulties and disabilities.

Here are some examples of diagnoses our pupils may have:

- Autism
- Communication Difficulties
- Complex Developmental Delay
- Complex Medical Needs
- Emotional / Mental Health Needs e.g. Anxiety / OCD
- Physical Disabilities
- Sensory Integration Difficulties
- Sensory Disabilities

Montacute can take pupils from the age of 2 to the age of 19, or at any points in between.



MONTACUTE VISION AND VALUES

We have recently re-visited our vision. We very much wanted this to be representative of our children's lived experiences whilst reflecting our ambitions and pride for our school.

This new re-working of the vision will help us to continue to return back to our collective values and aspirations not only for our young people, but for our staff. We will revisit this piece of work periodically to enable reflective practice and ambitions planning for our collective futures.

Vision

Step over the threshold at Montacute school to experience the wonder of a world carefully created to empower it's very special population.

Every child is unique in their talents and needs. From their smallest whisper to the loudest song every voice is heard.

We are a family, harmonising to create a world full of opportunities, wonder and joy for each of our pupils. We believe in being in tune with the unique characters, voices, learning styles and talent of all our young people and will stand alongside their other supporters to celebrate every achievement they make.

We encourage every one of our treasured pupils and staff members to allow them to shine, sparkle, grow and change ready to take on the world

At the end of the day when their school song has been sung and heard we are confident that the world will be able to listen and hear them too.

It is our school, it is our time, we are Montacute!

Values

Empowerment

On the snowy slopes of Montacute mountain you will be supported to climb as high as you would like. If you feel unsure you will be encouraged to conquer your doubts. Your strengths and interests will be explored and developed in an environment of appreciation. You will grow in confidence. You will understand that you are powerful, that you can climb to the top and feel the sense of exhilaration as you overlook a vast and stunning landscape. You will reflect on your journey and know

that you are capable of greatness and you in your turn will support others to become empowered for the future.

Authenticity

Dive beneath the crystal-clear waters of the Montacute Ocean. Leave the air behind and breathe deeply from your own truth. There is another world of colour and beauty. It is deep and clean and real. Home to millions of coloured sea creatures, it is a different world, more magical and even more beautiful than our everyday experience. These animals live a fluid and instinctive life trusting their feelings and living with a clarity of purpose and sense of justice. All are included in the world in a meaningful way where even the smallest of them has a role to play.

Learning

At Montacute we promise to recognise and celebrate every step you take on your journey through our school. We will lend you a hand when you need it and help you carry your bag when it becomes too heavy. We will make sure your eyes are always open to the wonder of the world and surprise you at every turn with our creative and engaging methods of teaching.

At Montacute we understand that some mountains take longer to climb but know we will always be by your side as your biggest supporters, cheering your name and climbing alongside you. When you reach the top of your mountain, we will look back with you and see how far you've come and all the beautiful landscapes you have seen.

Respect

At Montacute we welcome you stepping into our world that is designed with all in mind. Walk through our corridors reading as you go, enter a classroom and be transported into a secret garden, climb on board a pirate ship or fly in a hot air balloon around the world. Our language rich classrooms are specifically tailored to make all our pupil's readers and active learners, you will want to stay even if you are only passing through.

At Montacute our radios are tuned into a huge range of frequencies so no matter how you communicate we will hear you and you will always feel valued and listened too. To us Montacute means family; will help guide and support you, raise you up and hold you closer if you need but above all celebrate all your achievements because we know all the little things add up to fulfilling and joyful life.




JOB DESCRIPTION & PERSON SPECIFICATION

Sixth Form Tutor

JOB DESCRIPTION

TEACHER

Job title:	Teacher	Job Ref:	
Directorate:	Montacute Academy Trust	Pay Range	According to Teachers Pay & Conditions
School:		Grade:	MPS/UPS + 1SEN point (dependant on experience)
Reports to:	Senior Leaders		

Main job purpose

To always strive for outstanding standards in the learning and progress of pupils at Montacute School. To always promote the wellbeing of pupils at Montacute School through all activities. To be a part of the whole school team working together to make Montacute School a successful and happy community that seeks every opportunity to sustain and further develop itself as a centre of excellence. To seek to uphold the school's core values as identified in its value statement:

You are required to carry out the duties of a teacher as set out in the school teacher's 'Pay and Conditions Document', relevant legislation and DFES regulations/circulars.

You have a responsibility for safeguarding and promoting the welfare of pupils at the school at all times. You must follow school protocols in dealing with and reporting any concerns promptly to the Safeguarding Lead, or in her absence the school Nurse or Head Teacher.

Main responsibilities and duties

Classroom

- To carefully assess pupils and set achievable and challenging individual learning goals for them in line with school practices and policies.
- To plan, prepare and review learning activities ensuring that pupils receive challenging and inspiring learning experiences that enable them to make excellent progress.

- To take part in professional training to enhance your SEN knowledge and teaching skills.
- To work closely with a multi-professional team of staff both within school and from external services to ensure that a pupil's holistic needs are met.
- To ensure that there are good paths of communication for all those supporting the pupils that you are directly responsible for, leading to the best consistency and support for those pupils.
- To develop own professional skills and keep up to date with developments in education.
- To effectively support, deploy and manage the staff team(s) you lead to ensure that pupils are getting the best quality education possible.
- To work and liaise closely with parents, including attendance of regular Parents' Evenings and Pupil Annual Review meetings.
- To review classroom resources and their use and make recommendations to SLT for the development of these.
- To participate in the school's self-evaluation processes for your pupils in accordance with the School Improvement Planning Schedule.
- To carry out any other classroom duties which you judge to be in the best interests of your pupils at that time.

Wider School

- To regularly and punctually attend and contribute to school meetings such as staff meetings and department meetings.
- To follow and support all school policies, protocols and procedures.

Leadership (All Teachers except ECT's)

- To support department needs on a daily basis, including arrangements to cover staff absence in liaison with Leadership and Admin.
- To lead teams of HLTAs and TAs by
 - ensuring important information is passed onto them.
 - planning and leading effective team meetings with them.
 - Supporting them in their own professional development with e.g. advice, information, direction, feedback, opportunities, coaching, probationary period or appraisal meetings
 - Giving pastoral support when needed.
 - Highlighting to SLT any concerns you have with regard to any aspect of their professional behaviour as promptly as possible, participating in any arising support plan as appropriate.

- To be the school's leader in an agreed area of curriculum or pupil need (see below – across school leadership area)
- To contribute fully to the planning and implementation of the School Development Plan, leading aspects of that plan where they fall within your own areas of leadership.
- To participate in delivering aspects of the school's in-house training where it relates to your own areas of expertise / responsibilities.
- To support the school's community links with your identified partner(s) through regular liaison, seeking as part of this to develop opportunities for pupils to mix from different schools / colleges, and for contact with other stakeholders, and to develop a sharing of skills and knowledge for staff from different schools / colleges ("community links" = any relationship with groups or individuals outside school, including e.g. RDA, yacht club, Lions, businesses).
- Where you have a nominated governor, ensure a sustained link through email etc and invitations to school events.
- To contribute as appropriate to strategic leadership groups (i.e. Subject Groups) and participate in the school's self-evaluation processes in accordance with the School improvement planning calendar in relation to your own areas of expertise / responsibilities, including carrying out learning walks and classroom visits as identified in the school's protocols.
- To lead items in a range of internal meetings including staff meetings and department meetings that relate to your own area of expertise.
- To lead and organise departmental and whole school events when required.
- To be willing to deputise for the chair of any meeting that you are part of when that person is absent so that agendas can continue.

Health and Safety

The post holder must:

- Participate in all Health and Safety training offered by the school on a regular basis.
- Follow the training received when at work
- Take reasonable care of your own and other people's health and safety
- Ensure you are aware of relevant documents for places, activities, groups and for individual pupils e.g. care plans, manual handling plans, behaviour plans, risk assessments for swimming trips out etc
- Ensure that appropriate risk assessments are written for the pupils you have responsibility for, agreed by H&S Leader in advance of the activity as specified in the school's protocols, and disseminated to other adults involved in the activity.
- Ensure medical guidelines and training given is adhered to, consulting the school nurse when needed.
- Ensure work is conducted within the framework of all local guidelines and policy
- Implement the school's Health and Safety Policy within the area of your control

Other Duties

- To carry out duties other than those given in the job description where the level of responsibility is similar, appropriate qualifications are held or appropriate training is given to carry out those duties.

Across School Leadership Area:

This will be negotiated with the post holder in relation to skills offered and the needs of the school. It may need to be re-negotiated over time if the needs of the school change. The post holder's area of leadership is:

Ensure standards are high in this area of leadership through:

- Scrutinizing information about pupil progress
- Participating in School improvement planning activities as needed
- Supporting teachers to improve their skills in this area through coaching and mentoring them
- Be aware of new developments or exciting developments in this area and bring them into the school
- Write, carry out and review an annual action plan for this area
- Adopting the school's policies and protocols for leading an area across the school

TLR:

If you hold a TLR, this will be negotiated and agreed in relation to skills offered and the needs of the school, Duties will be as above for "across school leadership" The post holders TLR is for:

UPS:

UPS teachers are expected to be role models and a source of support to less experienced teachers. At Montacute, UPS teachers are expected to hold a significant area of responsibility which will be agreed with the Leadership Team. The post holder's UPS area of responsibility is:

General

This job description only contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. You are expected to be flexible to ensure the most effective organisation and delivery of learning.

General tasks are varied from time to time to take into account the changing nature of the school and the demands made upon it. Such changes are a normal part of the post and, as such, do not constitute a change to the general job description.

Knowledge & skills

As set out in the teaching standards and giving due regard to the career progression expectations detailed in the school's pay policy.

The post holder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS clearance.

Supervision and management

The post holder will be responsible for the deployment and supervision of the work of teaching assistants.

Problem solving and creativity

This post requires a high level of problem solving and creativity in order to design the best learning programme for every child within the given resources. They should be able to risk assess dynamically and plan thoroughly to keep children safe at all times. The post holder will need to be able to think on their feet and adapt plans at short notice. They should be resilient and have the ability to keep calm and give leadership in a crisis. The post holder will need to understand the importance of a positive dynamic and positive relationships and have the required strategies to bring this about.

Key contacts and relationships

Senior leaders	Teaching and Therapy colleagues within school
Teaching Assistants	Other services as required by pupils
Parents	Colleagues in other schools

Decision making

Teachers are expected to make good decisions in all areas of their delegated responsibilities in line with the teaching standards.

Resources

As needed by pupils being taught.

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities. There may be periods where staff have to move quickly to avert a pupil putting themselves in danger. Staff may have to physically support pupils to participate in activities.

A high level of vigilance is often required when supporting a group in the classroom or the community, or supervising play.

Sometimes, substantial physical effort may be required in providing assistance to pupils with significant physical disability or those who are very active and unaware of danger. There may be frequent incidents of cleaning up relating to pupils' intimate care needs.

There can often be physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment / hoists, class chairs, walkers, standers, commodes, wheelchairs, VOCAs, Weighted Jackets etc, and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

The job holder will also be in a position where they lead and manage others, and they will need the necessary skills to cope with this aspect of their work.

Progression in Post (if applicable)

Teachers can apply for middle or senior leadership posts as advertised by the school providing they have the qualifications needed to do so.

Alternatively, they may be invited to take on a TLR responsibility as part of the progression suggested by successful appraisal and the acquisition of a specific skill set in an area of expertise in relation to the needs of the school. The school may seek to re-negotiate TLR areas if the needs of the school change, but TLR1 and 2 are permanent awards, usually given to versatile and accomplished teachers capable of adapting their leadership focus.

Teachers should make sure they discuss qualifications and training they wish to undertake with their appraisal team leader. It is the post holder's responsibility to find out what training they need in order to pursue their chosen career path, and to negotiate with the school in order to gain access to that training.

Montacute School seeks to uphold the highest standards of professional behaviour and respect for others among its staff, and will not tolerate the following:

- **bullying behaviour**
- **behaviour which is negative and disrespectful to colleagues**
- **abuse of any kind, such as racial abuse**
- **breaches of confidentiality**
- **unauthorized term time absence**

- disregard for any aspect of the teacher's standards

Job description amended by:	Ginny Bellard
Designation:	Headteacher
Date:	February 2023

Disclosure and Barring Service

The nature of the work requires that the post holder has undergone checks by the Disclosure and Barring Service and has enhanced level of Disclosure.

Health and Safety

The post holder must:

- Follow the school's Health and Safety Policy
- Ensure confidentiality at all times and always seek to behave within professional boundaries
- Ensure work is conducted within the framework of all local guidelines and policy

Equal Opportunities

The post holder has a responsibility to understand and abide by the obligations laid down in the school's equal opportunities policy.

HEAD TEACHER:

EMPLOYEE:

DATE:

Whole School Responsibility	
Date	

Person Specification – Teacher

Category	E/ D	Criteria Indicated E (Essential) or D (Desirable)
Qualifications	E	Qualified Teacher Status
Experience	E D D	Experience of teaching children who have SEND. Participation in recent professional development. Experience of working effectively with children and young people who may exhibit behaviours that challenge
Professional knowledge and understanding	E E E E D D D D	Up-to-date knowledge of teaching approaches and philosophies Up to date knowledge of teaching of reading and phonics Knowledge of the range of strategies for improving and sustaining high standards of teaching, learning and achievement for all students The promotion of students' moral, social, cultural, intellectual and physical development The promotion of student's mental health and wellbeing Knowledge of the statutory curriculum requirements and the requirements for assessing, recording and reporting students' attainment and progress Awareness of the implications of the code of practice for special educational needs for teaching and learning Knowledge of the Pupil Wellbeing Agenda in schools and how it relates to young people who have special needs Knowledge of Positive Management of Behaviour
Professional skills and attributes	E E E E E E E	The ability to solve problems and contribute to the leadership of the school Excellent communication skills and the ability to use them with a range of people in and outside the school The ability to plan the use of time, space and resources effectively to meet the diverse needs of our young learners The ability to contribute to planning for personal and school wide professional development Enthusiasm, commitment and resilience Adaptability to changing circumstances and new ideas The ability to work closely with a large team and manage the performance of teaching assistants in a team
Health/attendance		An excellent health record



HOW TO APPLY

Download details and application form from our school website via link on our vacancies page at <https://www.montacute.poole.sch.uk/vacancies-1/>

Please send completed applications to Rachel Holland at Montacute School, 3 Canford Heath Road, Poole, Dorset, BH17 9NG

or email: Rachel.holland@montacute.poole.sch.uk

Closing date for applications: Monday 17th February @ midday

Shortlisting Date: W/c Monday 17th February 2025

Interviews will be held on: Tuesday 25th February 2025

Informal visits to the school are warmly encouraged. To arrange a visit please contact the office tel.no. 01202 693239

We look forward to hearing from you!

This role is UK based and your Right to Work will need to be established as part of the appointment process.

Keeping Children Safe in Education

Montacute School will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Montacute School values the diversity of our workforce and welcomes applications from all sectors of the community.